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POSTDOCTORAL FELLOWSHIP PROGRAM IN EDUCATIONAL RESEARCH (1966-67). FINAL REPORT.

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Three college professors of education were selected as follows in a 1-year postdoctoral training program at Educational Testing Service (ETS). The program, designed to improve their capabilities to conduct sound educational research and to train others in research and procedures, was based on the assumption that the best training for research is actual participation in planning and conducting important and well-conceived projects. Trainees spent 2/3 of their time actively participating in research projects already underway at ETS. This experience was supplemented by individualized programs of study drawing on such ETS resources as the library, formal classes, scheduled lectures by visiting scholars, research seminars, and the Test Development In-service Training Program. They also attended meetings of the American Psychological Association, the Invitational Conference on Testing Problems, and the American Educational Research Association, at which one of the fellows read a paper prepared during the training program. Others conducted similar research projects. The program was considered successful in increasing the research potential of the participants as all 3 return to university positions with increased research responsibilities. Appended are publicity materials; the participants' summary reports, and schedules of lecture and seminar topics and speakers. (JS)

BR-6-1947
PA-24

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FINAL REPORT

Project No. 6-1947 – 24
Grant No. OEG-1-6-061947-1532

POSTDOCTORAL FELLOWSHIP PROGRAM IN EDUCATIONAL RESEARCH
1966-67

December 1967

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
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SP001527
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POSTDOCTORAL FELLOWSHIP PROGRAM IN EDUCATIONAL RESEARCH - 1966-67

Project No. 6-1947
Grant No. OEG-1-6-161947-1532

William E. Coffman

December 1967

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Educational Testing Service
Princeton, New Jersey

SP001527

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Introduction

This report covers the activities in the Postdoctoral Fellowship Program in Educational Testing Service from September 1, 1966 through August 31, 1967. The Program is designed to provide for a limited number of outstanding individuals who hold the Ph.D. or Ed.D. degree a year of experience at Educational Testing Service designed to improve their capabilities to conduct sound educational research and to train others in research methods and procedures. During the year beginning September 1, 1966 three fellows participated in the program.

Description of the Program

The primary orientation of the Postdoctoral Program in Educational Research at ETS is toward providing each participant with a flexible program of experiences to increase his competence as a practitioner in the field of educational research or as a teacher of potential researchers. A major assumption of the Program is that the best training for educational research is actual participation in the planning and conducting of important and well-conceived research projects. It is further assumed that the broad program of research under way at ETS, together with the variety of opportunities for interaction among staff and between staff and visitors at ETS, provides an effective setting within which the participants may broaden and deepen their insights.

The Postdoctoral Program in Educational Research is the responsibility of the Developmental Research Division at ETS, which conducts research related to specific problems in schools and colleges. Opportunity is also provided to utilize the resources of the other three Research Divisions at ETS--the Division of Educational Studies, the Division of Psychological Studies and the Office of Computation Sciences. Projects within these Divisions cover the full range of the educational system from preschool through graduate school to continuing education in the professions, and involve a wide variety of research methods. Many of the projects are carried on in close cooperation with schools and colleges, offering research workers an opportunity to practice skills in diplomacy and communication as well as those in statistical analysis, experimental design, and theory construction.

It is planned that each of the participants will spend approximately two-thirds of his time working directly with one or more research teams on specific projects under way. The other third of his time is to be spent on a program of supplementary activities which draw on the over-all resources of ETS to round out his training experience. Each scholar is to plan the details of his particular program in consultation with the Director of the Program, a senior member of the Developmental Research Division.

Three fellows participated in the Program during the 1966-67 year. These were: Dr. Leon H. Belcher, Professor of Education and Dean of Students, Alabama A. & M. College; Dr. Robert M. Colver, Associate Professor of Education and Assistant Director of the Student Counseling Service at Duke University; and Dr. Donald L. Lantz, Associate Professor of Educational Psychology and Chairman of the Course in Psychological Foundations at the University of South Florida. At the beginning of the Program year, Dr. Colver was assigned to the Higher Education Group, Dr. Lantz to the Teacher Behavior Group, and Dr. Belcher to the Special Projects Group in the Developmental Research Division of Educational Testing Service; however, during the year they participated in projects operated by other groups both within the Division and in other Divisions of ETS. Following the procedures outlined in the plan for the program, each fellow developed, in consultation with the Director of the Program, a tentative plan for relating opportunities at ETS to particular individual needs. Thus, for example, Dr. Lantz, wishing to polish his skill in handling statistical methods for processing data, elected to audit the course in Factor Analysis taught by Dr. Karl G. Joreskog and to undertake a series of data analyses which would provide him with first-hand experience with analysis of covariance and canonical correlation; Dr. Colver, anticipating a career in institutional research at the higher education level, plunged into the project which the Higher Education Group was developing in conjunction with Duke University and the Regional Laboratory for the Carolinas and Virginia; and Dr. Belcher, with considerably less backgroundin statistical methods than Dr. Lantz, elected to audit a course in Interpreting Educational Research taught by Dr. Joel Campbell and participated in the conducting of validity studies for participants in the Secondary School Admissions Testing Program. The tentative program was reviewed periodically and each fellow kept a log indicating how his time was spent. These logs are included as Appendix A to this report.

Among the special programs open to the fellows were (1) the Distinguished Visiting Scholars lectures and seminars, (2) the Research Seminars, (3) the Seminar Discussions in the ETS Summer Program for Graduate Students, and (4) the Test Development Division In-Service Training Program for New Professional Staff Members. Announcements of these programs (Appendix B) were distributed to the fellows and they were encouraged to participate to the extent that their schedules and interests permitted. The fellows also attended the meeting of the American Psychological Association, the Invitational Conference on Testing Problems, and the American Educational Research Association, all of which were held in New York City. They were encouraged to participate in other appropriate professional meetings.

Dr. Colver's activities involved work on projects primarily at the planning and data collection stages. He did not participate directly in the preparation of any reports intended for publication since the projects in which he participated were not at the writing stage. Dr. Lantz and Dr. Medley prepared a paper, Classroom Applications of Teacher Behavior Research, which Dr. Lantz read at the AERA meeting in February. He also completed a report based on data he had collected prior to coming to ETS but using methods he mastered while on the

fellowship. It is titled The Effect of Reinforcement of Statements of Pupil-Teacher Relationships in a Free Response Situation on Minnesota Teacher Attitude Inventory Scores. Dr. Belcher assisted Dr. Campbell in the preparation of a paper, Changes in Nonwhite Employment 1960-66, which received special mention in the October 14, 1967 issue of SCHOOL AND SOCIETY. Three copies of each of these papers accompany this report.

One staff change took place between the time of the preparation of the original proposal and the initiation of the Program. Dr. John Hemphill left ETS to become Director of the Far West Regional Educational Laboratory. Otherwise, the staff available to work with the fellows remained as outlined in the application for participation in the Program.

Evaluation of the Program

The original intent of the Program was to increase the supply of individuals capable of designing and conducting educational research and of training other researchers. Originally, three types of individuals were thought to be appropriate as candidates: (1) employees of school systems engaged in educational research who might profit from a refresher experience, (2) staff members in colleges and universities engaged in training educational specialists, and (3) specialists in subject areas other than education who wished to apply their methods to educational problems.

It is clear that the first year's program did succeed in increasing the research potential of participants. Dr. Lantz returned to the University of South Florida with a number of research studies ready to go into action and with plans to involve students and other staff members. Dr. Colver returned to Duke University in a new position in the Office of Regional Programs where his responsibilities relative to research have increased. Dr. Belcher moved to a position as Director of Testing and Guidance at Texas Southern University where he is continuing studies begun at ETS. However, all three participants were recruited from category (2). In the short time available for receiving applications, it proved impossible to identify qualified candidates in categories (1) or (3). Had the program continued in its original form a second year, we would have given particular attention to locating and encouraging such candidates to apply. We have viewed with some disappointment the evolution to a nation-wide competition with a sharply reduced number of fellowships to be awarded. In such a context, the fellowships are likely to be awarded to individuals who have already demonstrated the ability to conduct good research and to train new researchers. In view of the demonstrated shortage of individuals competent to conduct educational research, a program designed to discover and develop potential, particularly among those likely to be isolated from centers of research and teaching, seems particularly desirable.

The Program at ETS was designed on the assumption that the best post-doctoral experience would be one involving active participation in ongoing research projects already under way at ETS, supplemented by individualized programs of study drawing on ETS resources such as the library, formal classes, scheduled lectures by visiting scholars, and the like. In

general, the assumption seems to have been sound. The extent to which the fellows were able to build individualized programs is demonstrated by the logs they kept (Appendix A).

One limitation on flexibility was the necessity for a project to be funded in order that costs of data collection and processing might be met. As the interests of Dr. Lantz developed in the direction of applying complex statistical analyses to data originally intended for other purposes, much time was lost in looking for sources of financial support. Finally, the Director of the Program made available his own personal research budget to permit Dr. Lantz to carry out a relevant analysis. The Program would have been improved by the setting aside, in advance, of a fund to permit each scholar to purchase services necessary to the conducting of special small-scale projects. Each Research Psychologist at ETS has available $2,000 annually for such purposes. Ideally, each Postdoctoral Fellow should also have such a personal research budget.

The expectation that fellows would interact extensively with the professional staff of ETS was confirmed by experience. Dr. Belcher worked primarily with the Special Projects Group under the direction of Dr. Joel Campbell, but he also worked with Dr. Gerald Halpern of the Guidance Group. Dr. Lantz worked closely with both Dr. Donald Medley of the Teacher Behavior Group and Dr. Thomas Hilton of the Individual Development Group, but he participated in one project with Dr. Richard Melton of the Early Childhood Group and he worked with the Education Department of the Test Development Division in the development of a new form of the Graduate Record Examination in Education. Dr. Colver worked closely with Dr. Junius Davis of the Higher Education Group, but he also spent some time with Dr. Benjamin Shimberg, Program Director, Vocational-Technical Education Projects and Dr. Wesley Walton who at that time was Director of Developmental Programs. Consultations with other staff members within the Developmental Research Division and throughout ETS were almost daily occurrences as problems arose requiring specialized know-how. With the variety of special backgrounds represented on the ETS staff, there appears to be no reason for changing the program so far as staff is concerned.

It is our judgment that all of the fellows were equipped to profit from the type of program offered at ETS. The fact that all three were college professors in the field of education and that they all came from the Southeast may be partly a reflection of the fact that the program was authorized late in the year and it was difficult for public school people to arrange leaves of absence on short notice and partly of the fact that opportunities for professional development are somewhat more restricted in the Southeast than in other parts of the country. We see no particular reason to be concerned about the particular concentration which developed this first year. Although they all were college professors from institutions in the Southeast, they certainly differed widely in background and interests and provided sufficient variability to test the adequacy of the type of individualized program we had outlined.

It is also not surprising that all three elected to undertake a calendar year program rather than an academic year program. The financial provisions of the fellowship made this almost inevitable for college faculty members since it provided for a stipend 4/3 of an academic year salary. This is more than a college faculty member is usually paid for teaching an academic year plus a summer term. In fact, academic year appointments, at least in many institutions, carry the implied calendar of nine months teaching and one month vacation so that a full year salary would ordinarily be thought of as 6/5 of an academic year one. I would recommend this change in the stipend criteria. It seems to me that there should be some ceiling on the amount of the stipend. The individual who by reason of high level professional performance and status has reached one of the top levels of salary is probably over-qualified for a program designed to increase the supply of competent researchers.

In summary, the program was a successful one. The fellows were unanimous in their judgment that the experience had been valuable, often in ways that they had not anticipated at the time they applied. With the exception of Dr. Lantz, who experienced some frustration while waiting for data processing problems to be worked out, their praise of the program was without reservation. The Director's relations with the USOE were extremely good. There was a minimum of formal reporting necessary to keep records straight, telephone requests produced clear guide lines, forms and instructions were readable, and a site visit by a staff member of the Research Training Branch provided encouraging support not only for the ETS staff members involved but also for the fellows, who appreciated the evidence of concern on the part of the USOE.

Program Reports

1. Publicity

Because of the late date of initiation of the program, the usual channels of publicity could not be used. Instead, we depended on the USOE and on selected senior professional people both on the ETS staff and in colleges and school systems to tell people about the program. A formal announcement (Appendix C) was printed and distributed on April 19, 1966 to ETS staff members with the suggestion that they write their friends and acquaintances in colleges and school systems telling them about the program and asking that they inform likely candidates. No record was kept of the number of letters which were thus generated. We do know that inquiries continued to come to us long after the May 15, 1966 closing date for filing applications and that these inquiries were turned over to the USOE when it was learned that the program had been changed to a national competition for the 1967-68 year. Copies of the application blank and of the form for certifying salary were prepared and copies are included in Appendix C. Also included is the brochure prepared to announce ETS's intention to continue offering postdoctoral opportunities.

2. Application Summary

a. Approximate number of inquiries from prospective trainees	30
b. Number of completed applications	6
c. Number of first rank applications	6
d. How many applicants were offered admission	4

3. Trainee Summary

a. Number of trainees initially accepted in program	4
Number of trainees enrolled at the beginning of program	3
Number of trainees who completed program	3
b. Categorization of trainees	
(1) Number of trainees who principally are elementary or secondary public school teachers	0
(2) Number of trainees who are principally local public school administrators or supervisors	0
(3) Number of trainees from colleges or universities	3

4. Program Director's Attendance

a. What was the number of instructional days for the program?	250
b. What was the percent of days the director was present?	90%

5. Financial Summary

	Budget as Revised 9/30/66	Expended or Committed
a. Stipends	$40,357.79	$40,357.79
b. Trainee Travel	389.92	389.92
c. Institutional Allowance	3,000.00	3,000.00
TOTAL	$43,747.71	$43,747.71

APPENDIX A

Summary Report - Dr. Belcher

Summary Report - Dr. Colver

Summary Report - Dr. Lantz

Summary Report of Postdoctoral Fellowship Activities
In Educational Research, September 12 to August 31, 1967

Leon H. Belcher
Educational Testing Service
Princeton, New Jersey

Activity	Approximate No. of Weeks
I. Orientation	1.5
A. General Orientation to Facilities and Organization	
B. Orientation to Developmental Research Division Projects	
1. Special Projects	
2. Individual Development	
3. Early Education	
4. Higher Education	
5. Teacher Behavior	
6. Guidance	
II. Research Activities	22.0
A. Co-authored R.B. 66-53, Changes in Nonwhite Employment	
B. Secondary School Aptitude Test Validity Study	
C. Assisted in writing draft proposal on Thought Processes of Negro Students	
D. Wrote draft proposal for research on Word Association of Negro College Students	
E. Conducted pilot study of Word Associations of Negro College Students (Analyses in Progress)	
F. Prepared Review of Research on Prediction of Job Performance of Different Ethnic Groups	
G. ETS-Civil Service Research Project on Tests and Job Performance	
III. Formal Course Work Activities: Audited course, Interpreting Educational Research, at Princeton Theological Seminary	3.5

Activity	Approximate No. of Weeks
IV. Test Development Involvement	3.0
A. Attended work sessions of the Advanced Placement Committee in Biology as it planned and assembled the Advanced Placement Test in Biology	
B. Assembled Word Association Test	
C. Attended Research Design Planning Session to formulate a design for evaluating the effectiveness of Methods Used in Scoring Essay Tests	
V. Seminars and Lectures	3.0
Series of In-Service Seminars for New Staff Members of the Test Development Division	
Selected Sessions of Summer Research Seminars for Graduate Students	
Princeton University Lecture Series on Gestalt Psychology - (Wolfgang Koehler)	
Seminar Session on Problems of Bias in Psychological Tests - (Richard Potthoff)	
Session on Description of Princeton University's Institute Activities for Teachers of Disadvantaged Children - (Peter Kontos)	
Seminars on Problems and Applications of Research with Reference to Social Class and Value Systems - (Edgar Friedenberg)	
Seminar on Experimentation with Theories of Schizophrenia - (Julian Silverman)	
Seminar on the Development of Moral Judgment - (Lawrence Kohlberg)	
Seminars on Visual Perception - (Leon Festinger)	
Seminar on Theory of Intelligence and Culture Fair Testing - (Raymond Cattell)	

Seminars and Lectures (continued)

Seminars on Nonmetric Approaches to Research Design - (Louis Guttman)

Seminar on Experimenter Expectations and Research Findings - (Robert Rosenthal)

Seminars on Problem Solving and Concept Formation - (Herbert Simon)

Seminars on Developmental Psychology - (Barbel Inhelder)

Seminar on Comprehensive Education Program in Britain - (Frank Warburton)

Speech on the Activities of the USOE in Promoting Educational Research - (Harold Howe)

Progress Report on the Assessment of Institutional Output through Changes in Students' Test Scores - (John Centra)

Seminar on Behavioral Genetics - (Gerald McLaren)

Activity	Approximate No. of Weeks
VI. Independent Study, as follows:	9.0
A. Review of ETS Research Abstracts and Bulletins	
B. Guidance and Problems of Testing the Disadvantaged	
C. Research on Problem Solving Processes	
D. Testing and Research Programs in Higher Education	
E. Compensatory Education Programs	
F. Review of Statistical Techniques	
VII. Professional Meetings and Conventions	1.5
A. American Psychological Association Convention	
B. Invitational Conference on Testing Problems	
C. A.E.R.A. Convention	
VIII. Travel in Connection with Research Projects	1.0
A. New York University in connection with ETS-Civil Service Project	
B. Two trips to Washington D.C. in connection with ETS-Civil Service Project	
IX. Consulting Activities	1.0
A. Consultant on Testing and Research Program for Business Departments of predominately Negro Colleges at Conference held in Houston, Texas	
B. Consultant on Testing and Research for School of Business, Atlanta University	
X. Plans for Remaining Portion of Fellowship Year	5.5
A. Completion of Word Association Study	
B. Confer with ETS personnel on research proposal to be conducted next year	
C. Further planning of institutional research	
D. Prediction of Academic Performance	
E. Vacation	

Summary Report of Activities in Connection with Post
Doctoral Fellowship in Educational Research
Educational Testing Service, Princeton, New Jersey

R.M. Colver Sept. 1, 1966 to Aug. 31, 1967

Activity	Approximate Time in Weeks
I. ETS-RELCV-Duke Study	20
All aspects of development with special responsibilities for: EVAS project, IRT project Carrying out some aspects of IRT project	
II. Other ETS Higher Education Projects	3.5
Vitality Junior College Study Capacity for Change AP Program Evaluation	
III. ETS Projects Other Than Higher Education	1.5
Uniform Graduate School Application (Walton) Testing Observation (CEEB) Technical Education (Shimberg)	
IV. Orientation Program and Seminars	2
V. Use of ETS Facilities for Self-Study	8.5
Statistical Review	(2)
Institutional Research and Research in Higher Education	(5)
Development and use of Survey Instruments	(1.5)
VI. Study of ETS Research Abstracts and Reports	2.5
VII. Professional Meetings and Activities	3
Normal involvement in: American Personnel and Guidance Association N.C. Personnel and Guidance Association Additional or new involvement (due to fellowship) in: American Psychological Association American Educational Research Association Association for Institutional Research	
VIII. Completion of Previously Initiated Personal Research	1.5

	Activity	Approximate Time in Weeks
IX.	Consulting Activities and Addresses	1
	South Carolina Technical Education South Carolina Teachers Association Dade County, Florida, College Admissions Workshop (Sponsored by CEEB) Institute on College Admissions, Duke University (Sponored by CEEB)	
X.	Use of ETS Facilities and Resources to Develop New Courses to Be Taught Next Year at Duke	1
XI.	Time Devoted to Ongoing Duke Business	1
XII.	Administrative Activities Related to Fellowship	1.5
XIII.	Leave, Sick Leave, and Holidays	5

Memorandum for: MR. W. E. COFFMAN

Subject: Activities for Year

Date: July 14, 1967

From: Donald L. Lantz

Activity	Approximate Time in Weeks
I. Orientation and Seminars	3.0
II. Research Projects Initiated at ETS:	15.0
1. The Relationship of Teacher Behavior to Pupil Disruptive Behavior	
2. Family Press and Educational Development	
3. Item Discrimination Among Different Biological Curricula	
4. The Relationship of Students' Perceptions of Their Educational Experiences to Their Test Performance	
III. Paper: "Classroom Applications of Teacher Behavior Research" (RM 67-15)	2.0
IV. Test Development: Assisted with Development of Examination in Educational Psychology	3.0
V. Analyses of Data from University of South Florida	6.0
1. Play and Game Activities and Sex of Teacher (Analysis of Variance)	
2. MTAI - Reinforcement - (RB 67-28) (True Score and Analysis of Variance)	
3. MTAI - Changes in Pupil-Teacher Attitudes - (Draft Report Completed) (Analysis of Covariance)	
VI. Analyses of ETS Data	2.0
Summarized data of regression lines for NYC School Study	

Activity	Approximate Time in Weeks
VII. Technique Studies using ETS Facilities:	4.0
1. Analysis of Covariance	
2. Canonical Correlation	
3. Discriminant Analysis	
VIII. Factor Analysis: Attended Joreskog lectures	2.0
IX. Books Read:	10.0
1. Hays - Statistics for Psychologists	
2. Hebb - Textbook in Psychology (Revised)	
3. Psychobiology - Scientific American (Approximately half the volume)	
4. Beadle - The Language of Life	
5. Scott - Animal Behavior	
6. Flavell - The Developmental Psychology of Jean Piaget (Approximately half the volume)	
7. Numerous articles, RB's, and chapters in various books	
X. Vacation, Sick Leave, and Holidays	5.0

APPENDIX B

Distinguished Visiting Scholars

List of Research Seminar Speakers

Schedule of Seminar Discussions in the ETS Summer Program for Graduate Students

TDD In-Service Training Program

EDUCATIONAL TESTING SERVICE

announces the fourth annual series of
public lectures by

DISTINGUISHED VISITING SCHOLARS

during the academic year
1966-67

You are cordially invited to attend these five lectures,
which will be given in the

ETS Conference Center
Rosedale Road
Princeton, New Jersey
8:15 P.M.

NOVEMBER 22, 1966
Dr. Edgar Friedenberg
Department of Sociology
University of California at Davis
Davis, California

APRIL 10, 1967
Dr. Louis Guttman
The Israel Institute of
Applied Social Research
Jerusalem, Israel

MARCH 27, 1967
Dr. Leon Festinger
Department of Psychology
Stanford University
Stanford, California

MAY 1, 1967
Dr. Herbert A. Simon
Graduate School of
Industrial Administration
Carnegie Institute of Technology
Pittsburgh, Pennsylvania

JUNE 5, 1967
Dr. Bärbel Inhelder
Institute of Educational Sciences
University of Geneva
Geneva, Switzerland

Memorandum for: Mr. William Coffman

Subject: List of Research Seminar Speakers
Sept. 1, 1966--Sept. 1, 1967

Date: September 27, 1967

From: Fred Damarin

Speaker	Date	Topic
Eugene Webb	10/28/66	Unobtrusive Measures
Julian Silverman	11/10/66	Theories of Schizophrenia
Gerald McClearn	11/17/66	Behavior Genetics
Robert Rosenthal	12/1/66	Experimenter Bias
Yrjo Ahmavaara	1/11/67	Transformation Theory in Factor Analysis
Melvin Novick	1/19/67	Test Theory
Lawrence Kohlberg	3/9/67	Development of Moral Judgment
Raymond Cattell	4/20/67	Fluid and Crystalized Intelligence
Willard Hartup	4/27/67	Children's Behavior with Peers
Howard Becker	6/1/67	Drug Induced Experience
Frank Warburton	6/15/67	Evaluation of British Comprehensive Education
William Meredith	8/16/67	Poisson Processes in Test Theory

Memorandum for: CONSULTANTS - CO-CONSULTANTS
SEMINAR SPEAKERS
SUMMER GRADUATE STUDENTS

Subject: Schedule of Seminar Discussions in the ETS Summer Program for Graduate Students

Date: May 24, 1967

From: William E. Coffman

Listed below are dates, topics, and speakers for the seminar discussions in the Summer Research Program. All seminars will be held in the Research Conference Room, 038 (first floor) from 2:00 to 4:00 P.M. on Tuesdays and Thursdays of each week. The seminars will ordinarily consist of a formal presentation of not more the one hour, leaving at least an hour for discussion.

SEMINAR DISCUSSIONS

DATE	TOPIC	SPEAKER
June 20 22	Principles of Constructing Aptitude and Achievement Tests	Mr. Coffman Mr. Donlon Miss Esser
June 27	The Use of Computers in Test Construction	Mr. Helm
June 29	Research in Higher Education	Mr. Davis
July 6	Problems of Equating in Evolving Testing Programs	Mr. Angoff
July 11	Some Problems in Correlation and Regression	Mr. Schrader
July 13	True Score Theory	Mr. Lord
July 18	Research on Teacher Behavior	Mr. Medley
July 20	Research on Human Learning	Mr. Carroll
July 25	Future Prospects in Testing	Mr. Chauncey
July 27	The Growth Study	Mr. Hilton
August 1	Research on Cognitive Development in Young Children	Mr. Melton
August 3	Content and Style in Personality Assessment	Mr. Messick

Memorandum for: SEE DISTRIBUTION LIST

Subject: TDD In-Service Training Program for New Professional Staff Members

Date: September 18, 1966

From: Miriam M. Bryan

During the next several weeks professional staff members who have joined the Test Development Division since September 1, 1965, will participate in a comprehensive in-service training program designed to acquaint them with the functions of the division and certain operations fundamental to the successful discharge of division assignments. The program will begin this coming Friday, September 23, and will continue on Mondays, Wednesdays, and Thursdays through Wednesday, November 23. Except for the first four sessions, which will be held in the Thurstone conference room (T-126). All sessions will begin at 10:30 a.m. and end at 12:00 noon

The schedule for sessions is given below:

Friday, September 23 The Function of TDD Within the Structure of ETS	Mr. Rosner
Monday, September 26 Why not sub-groups separated by Departments? Problems in Test Planning and Production Unique to the Various Departments	Department Chairmen
Wednesday, September 28 The Use of Item Files and Test Files	Miss Esser Mrs. French Mrs. Jackson
Thursday, September 29 Item Writing for Aptitude and Achievement Tests	Mrs. Bryan Mr. Donlon
Monday, October 3 Item Editing	Miss Kimball Mrs. Mach
Wednesday, October 5 Forms and Procedures for Test Assembly and Production	Miss Esser Miss Kazanjian
Thursday, October 6 Working with Committees	Mrs. Epstein & Department Chairmen

Monday, October 10, through Thursday, November 3 Introduction to Statistics and Statistical Procedures	Mr. Wantman
Monday, November 7, through Thursday, November 10 Scaling and Equating and Delta Equating	Mr. Angoff
Monday, November 14 Practical Application of Equating "Know-how" to Test Assembly	Miss Stewart
Wednesday, November 16 Item Analysis and Item Statistics	Mr. Donlon Miss Swineford
Thursday, November 17, and Monday, November 21 Test Statistics and Test Analyses	Mr. Coffman
Wednesday, November 23 Summary and Overview	Staff Committee on In-Service Training

Except for those new staff members who have had so much experience with statistics that they might wish to be excused from the sessions conducted by Mr. Wantman, all professional staff members to whom this memorandum is addressed should plan to attend all meetings.

We look forward to seeing each of you in T-126 at 10:30 next Friday morning.

The Staff Committee on In-Service Training

Mr. Austin
Mr. Donlon
Miss Humphry
Mrs. Malkiel
Mr. Rosner, ex officio
Mrs. Bryan, chairman

APPENDIX C

Announcement of Program - 1966-67

Application Form

Certification Form

Program Brochure - 1968-69

Educational Testing Service

announces a program of

POSTDOCTORAL FELLOWSHIPS IN EDUCATIONAL RESEARCH

sponsored by the

Division of Research Training and Dissemination

United States Office of Education

The program is designed to provide a full year of postdoctoral experience and training in educational research for individuals who fall in one of the following categories:

1. Employees of school systems now holding responsibilities for designing and conducting educational research and who wish to broaden their experience in modern research methods.

2. Professors in colleges or universities who are responsible for training graduate students in educational research methods.

3. Specialists in a social science area other than education who wish to gain experience in applying their skills to educational problems.

Applicants must have received the Ph.D. or Ed.D. prior to July 1, 1961. They should have the potential for outstanding work in educational research. They must be eligible to take a leave of absence from their present position and to return to that position following the fellowship year.

The fellowship period is twelve months. Ordinarily the fellowship year will begin on July 1 and end on June 30; in special cases, arrangements may be made to begin the fellowship at another time so long as a full twelve months is spent at ETS. The trainee will receive a stipend equivalent to his current annual salary or four-thirds of his academic salary, whichever is appropriate. In addition, travel will be allowed at the rate of 8¢ per mile for one round trip between his place of residence and Princeton.

Fellows will work directly with one or more research teams in the Developmental Research Division, participate in seminars, engage in independent study, and confer with ETS staff members in a program arranged in consultation with the Director of the Program.

Applications must be received by May 15, 1966 to be considered for the 1966-67 year. Requests for applications and information should be addressed to Dr. William E. Coffman, Educational Testing Service, Princeton, New Jersey 08540.

Please complete this application and send to:

Director, Postdoctoral Fellowship
Program in Educational Research

EDUCATIONAL TESTING SERVICE
Princeton, New Jersey

Date_____

Miss
Mrs.
Name: Mr._____

Address_____ Tel. No._____

Date of Birth_____ American Citizen?_____

Name of Nearest Relative_____ Relationship_____

Address of Nearest Relative_____

Undergraduate Work:

College Attended_____

Major Field:_____ Minor Field:_____

Date of Graduation:_____ Degree Received:_____

Graduate Work:

Institution:_____

Field:_____

Approximate Dates:_____ Degree Received:_____

Thesis Sponsor:_____

Thesis Title:_____

_____

Institution:_____

Field:_____

Approximate Dates:_____ Degree Received:_____

Dissertation Sponsor:_____

Dissertation Title:_____

_____

Academic Honors, special awards, and offices:_____

_____

_____

List publications or special activities related to educational or social science research:

Work Experience:

Organization	Employed From	To	Description of Job